DOCUMENT RESUME

ED 045 498 SO 000 382

TITLE	United States History in the Secondary Schools. Business.
INSTITUTION	Point Pleasant Beach Board of Education, N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	99p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.05
DESCRIPTORS	*Business, Business Responsibility, Economic Change, Economic Progress, *Economics, *Industrialization, Industrial Structure, Interdisciplinary Approach, Learning Activities, Learning Laboratories, Secondary Grades, Social Change, Social Problems, *Social Studies Units, Social Systems, State Curriculum Guides, Teaching Guides, *United States History

ABSTRACT

This is one unit of the series described in SO 000 378. One of the most important developments in the recent interpretations of American economic history has been the emphasis placed on business. The specific objectives of this unit are enumerated: 1) to realize that all resources are limited and the utilization of these resources is determined by society; 2) to understand that American businesses are predominately financed by private capital; 3) to investigate the historical development of our present business and industrial system --the origins of business, organization, and methods; 4) to understand the public and private economic forces in a mixed economy; 5) to recognize the changes in management and the decision-making processes; 6) to investigate the role of business in the solution of social problems; 7) to understand that technological advancement has necessitated flexibility in the individual, in the social structure, and in national and international problems; 8) to know the function of the stock market, business cycles, competitive markets, restrictions on the free market, and monetary/fiscal policy; and, 9) to understand the problems created by the action s of business in such areas as advertising, balance of payments, conservation, distribution of income, employment practices, obsolescence, price fixing and collusion, and research. (SBE)

ED045498

TITLE III E.S.E.A.

UNITED STATES HISTORY IN THE SECONDARY SCHOOL

SP000382

BUSINESS

ED0 45498

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A FACILITATING ENVIRONMENT FOR A MEANINGFUL PROGRAM IN UNITED STATES HISTORY

Project Members

David Oxenford, Point Pleasant Beach High School, Director

Carolyn Campbell, Helping Teacher, N.J. State Department of Education
Charles Crowley, Jackson Junior-Senior High School, 1963-1968
Rosalind Gertner, Lakewood High School
Lyn Hartwick, Helping Teacher, N.J. State Department of Education, 1969
Peter Hnottavange, Southern Regional High School, 1963-1967
Peryl King, Central Regional High School
Arthur Leask, Point Pleasant Beach High School, 1969
Charles Moffett, Southern Regional High School, 1967-
David McTague, Point Pleasant High School
Robert Sparks, Brick Town High School
George White, Jackson Junior-Senior High School, 1968-
Charles Wood, Toms River High School

Consultants

Art	William King, Illustrator, Asbury Park Press
Audio-Visual	Frank Uhl, Point Pleasant High School
Curriculum	Dr. Dorothy Fraser, Coordinator of Social Sciences, Hunter College
General	Dr. Charles S. Whilden, Ocean County Superintendent of Schools, 1963-1968
	William F. White, Ocean County Superintendent of Schools, 1968-
Library	Sally Gerloch, Point Pleasant Beach High School

PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

BUSINESS

Table of Contents

I. Overview

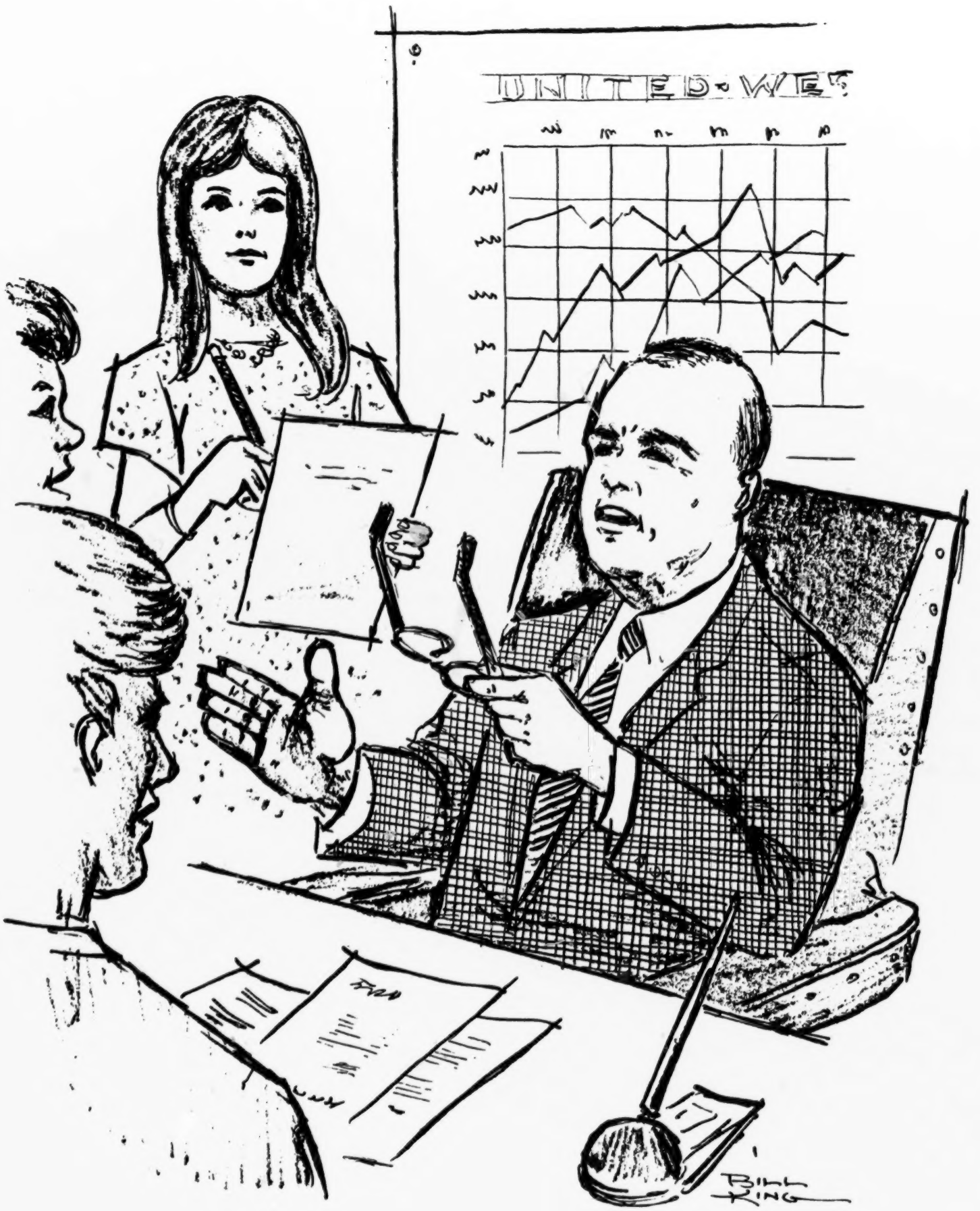
II. Objectives

III. Suggested Evaluation
(Also see Teacher's Guide re: Skill Development)

IV. Learning Activities
Teacher Directions
Student Directions

V. Suggested Content Guide

VI. Suggested Resources


UNITED WE
BILL KING

BUSINESS

I. OVERVIEW

The machine technology in a free enterprise system has been perhaps, the most revolutionary force in American history. Where it did not violently disrupt and change older living patterns outright, it acted as a catalyst to promote the transformation of existing institutions. This singular factor occurred in spite of, or perhaps, even because of, the fact that the entrepreneurs most conspicuous in developing American industrial capitalism were firm advocates of private property and the maintenance of order. Professed revolutionaries have had little real effect on American history or institutions. Temperate reformers have exerted only a modest influence on public affairs. The real radicals in American history may have been the captains of industry and finance who, not only made abrupt and fundamental changes in America and altered completely the fabric of American life, but also, strongly influenced her position in world affairs. It well may be that industrialization is the key to understanding America and that industrialists are the real revolutionaries who effected the change from rural isolation to international power.

One of the most important developments in the recent interpretations of American economic history has been the emphasis placed on business history and on the history of particular industries. Close examination of a vertically integrated corporation or a comprehensive horizontal industry exposes such a

I. OVERVIEW (cont'd)

central problem as the conflict between private ownership and the public interest, with its ensuing federal regulations. It also emphasizes the significant factor that the industrial development of the United States shows a remarkable relationship between technological advance and entrepreneural leadership. This emerging analysis throws some doubt on the picture of the capitalist as a "robber baron" which was dominant in the thirties and forties.

Industries that reach their maximum in handicraft development tend to remain static and therefore keep a nation's economy static. Yet in the 1880's technological changes introduced by such men as Edward Libby and Michael Owens resulted in revolutionary growth in the glassmaking industry and created a tremendous increase in assets and earnings. So also did the shoe industry benefit from the work of Jan Matzeliger. Edison, Westinghouse, Bell and others, by applying scientific principles to industry, widened the horizon of commercial possibility.

Another factor that needs close examination is the American ideal of free competition. Although it may be partically true that in the history of America the names of Vanderbilt, Carnegie, Rockefeller, Harriman, Hill, and Morgan carry more importance than those of most of our presidents, modern writers have more critically evaluated their true role. Emerging as a concept is the claim that oligopoly does not necessarily destroy competition. Mass production

I. OVERVIEW (Cont'd)

free enterprise and centralized government planning. Perhaps therefore, more inportant than any other concept, may be the real and psychological changes brought about as a result of the Great Depression. As American business took the credit for the great prosperity of the Golden 20's, so it had to take the blame for the debacle of the depression. A fundamental faith in an American ideal collapsed and with the coming of the New Deal, a new era was born.

The role of business in American history has been a prime factor in instituting change, development and progress. Obviously, it has a large potential for evil. The ability of business to control the finances of the nation could open the way to fascism. Even without fascism there are some very real victims of cyclical change such as non-union workers, small businessmen, and the consumer caught in a spiral of rising costs. All too often these segments of society have been helpless in the face of collusive practices of organized labor and capital. The eruptive threat of the emerging conglomerates presents a trend that bears close watching by the American public. It is interesting to observe, however, the emergence of a twofold picture which encourages faith in America's future to overcome the potential threat of overorganization and continue on as a democratic industrial power. On the one hand is seen the continued growth of contravailing power - Big Business, Big Labor, Big Government. On the other hand one sees the acceptance

I. OVERVIEW (Cont'd)

according to the new view, creates factors from which new forms of competition evolve. In a competitive market where the consumer is the ultimate judge, industry must constantly adopt improved technology.

Whether or not the ends justify the means should be a pertinent question in considering the history of the American railroad. When one compares the nationalization of the railroads in other countries with the free enterprises methods used here to develop the thousands of miles of track despite admitted waste and fraud, one must ask if America could have come so far so fast had the railroads been developed in any other way than by private enterprise.

The topic of conservation is a broad one and can fit logically in discussions engendered by the units on Agriculture or Government. Yet the conspicious waste of America's research accompanied by the spoilage and poisoning of our natural environment is an aftermath of America's amazingly swift and successful growth to industrial power. Therefore we placed conservation in this unit. Theodore Roosevelt made the first real attempt at government protection of the environment; and from F. D. Roosevelt on to the present it has become patently clear that this issue is one of overriding concern.

The entrance of government into the open field of American business has to a limited degree created a mixed economy. Almost all businesses feel a dichotomy resulting from the combination of

I. OVERVIEW (Cont'd)

of business of a positive role, not only for progressive improvement and responsible action, but also for an increasing investment in human needs.

II. OBJECTIVES - To help students

1. Understand that the central problem in all economies is the scarcity of resources relative to wants.
   Why?---The student should realize that all resources are limited and the utilization of these resources is determined by society.

2. Understand that American businesses are predominately financed by private capital.
   Why?---The students need to realize that the direction of the American economy rests upon the individual working alone or in concert with other individuals to satisfy the wants of society.

3. Investigate the historical development of American business.
   Why?---In order to understand our present business and industrial system, one needs to develop a perspective of the origins of business, their organization, and methods used by them during the various stages of American industrial development.

4. Understand that the American economy is a mixed economy.
   Why?---The student should understand the public and private economic forces, within the American economy, that affects his life before he will be able to function intelligently within it.

5. Understand that big business operation has undergone management revolution.
   Why---In order to understand the complexity of big business today, students should recognize the changes that have taken place in the decision making process in the operation of modern business.

6. Investigate the role of American business in helping solve social problems.
   Why---Because business is a major institution, its actions directed toward the common good of the nation should be investigated.

7. Examine the influence of technological innovation on American society.
   Why---Students should understand that technological advancement has necessitated flexibility in the individual, in the social structure, and in national and international problems.

8. Understand the factors involved in the structure of American business.
   Why?---A knowledge of the function of the stock market, business cycles, competitive markets, restrictions on the free market, and monetary/fiscal policy is essential to understand the activities of the present day business world.

II. OBJECTIVES (Cont'd)

9. Gain a knowledge of the major problems which have developed as a result of the expansion of business.
Why?---For the students own protection, an understanding of the problems created by the actions of business will help him arrive at rational judgements. Some of these problem areas include: advertising, balance of payments, conservation, distribution of income, employment practices, obsolescence, price fixing and collusion, and research.

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

a. Number of sources used

b. Type of sources used

c. Quantity and variety of learning activities employed

d. Quality of research and quality of reports

2. Information gained. To what extent:

a. Do students understand the meaning of economics and the decisions that a society must make concerning its limited resources?

b. Do students understand the basic principles of the American economic system? Are students also aware of the role of the public and private sector of the economy in the economic process?

c. Have students come to understand the historical development of business and industrial economy of the United States?

d. Do students have knowledge of the structure of American business - for example,,the market, system of flows, real cost principle, etc.

3. Skills - To what extent:

a. Have students improved their ability to interpret statistical information (since the business unit will provide many activities stressing the ability to read statistical information, this skill should be practiced during this unit)?

b. Have students improved their vocabulary by employing the many terms needed to thoughtfully discuss the American financial situation?

c. Have students gained a knowledge of the various resources that can be used to gain information about business in the U. S. ?

III. SUGGESTED EVALUATION (Cont'd)

4. Attitudes

a. Do the students recognize the changes that have occurred in their way of life as a direct result of the technological revolution?

b. Do students recognize the many factors which influence the American economic system?

c. Do students appreciate the role American business plays in helping solve our major social problems?

B. What methods should be used to conduct these evaluations?

1. Student effort

a. Checklist of pupil activity - sources used, equipment used, learning activities employed, types of activities.

b. Evaluation of activity reports - evaluation of progress and final activity reports for their depth and creativity.

c. Activity Summary Sheet - written pupil report prepared at the end of the unit summarizing all activities of students during the unit.

d. Student Interest Survey - written response by students to the questions they defined at the beginning of the unit.

2. Information gained

a. Evaluation of Learning Activities for information gained by student.

b. Response to Interest Survey will provide a summary of information gained.

c. Objective tests will best test students' ability to recall specific information concerning the historical development of American industry and the structure of American business.

III. SUGGESTED EVALUATION (Cont'd)

d. Students might be asked to compare the American economic system with that of another nation in a paper. This paper might be used to evaluate the students's understanding of basic principles of the American economy.

e. Students might view a film such as "What We Have" produced by Inland Steel which depicts a situation in which a couple is faced with the disappearance of all of the "things" which modern man possesses to make his life easier and the steps that they and a stranger take to organize to use resources. A student written summary of this film would reveal their understanding of basic economic problems and decision making.

f. All students might be asked to write a composition paper on the "Values of the Free Enterprise System". This paper should reveal their understanding of the American economic system.

C. Skills Developed

1. Students ability to use statistical information might be evaluated on the bases of their participation in the Learning Activities on stocks, management survey, and charts and graphs.

2. Each student might be assigned a list of five problems dealing with business in the United States. Their ability to use the sources of business information can be assessed by their ability to find the answers.

3. All students might be given a series of statistical data dealing with business in the United States (for example: (a) a list of stock quotations, (b) cost of living figures, (c) unemployment rate, (d) G. N. P. and growth rate.) Their ability to interpret this information at the beginning and end of the unit might reveal their progress.

4. A test based on the vocabulary of American business at the beginning and end of the unit will help to reveal student growth.

III. SUGGESTED EVALUATION (Cont'd)

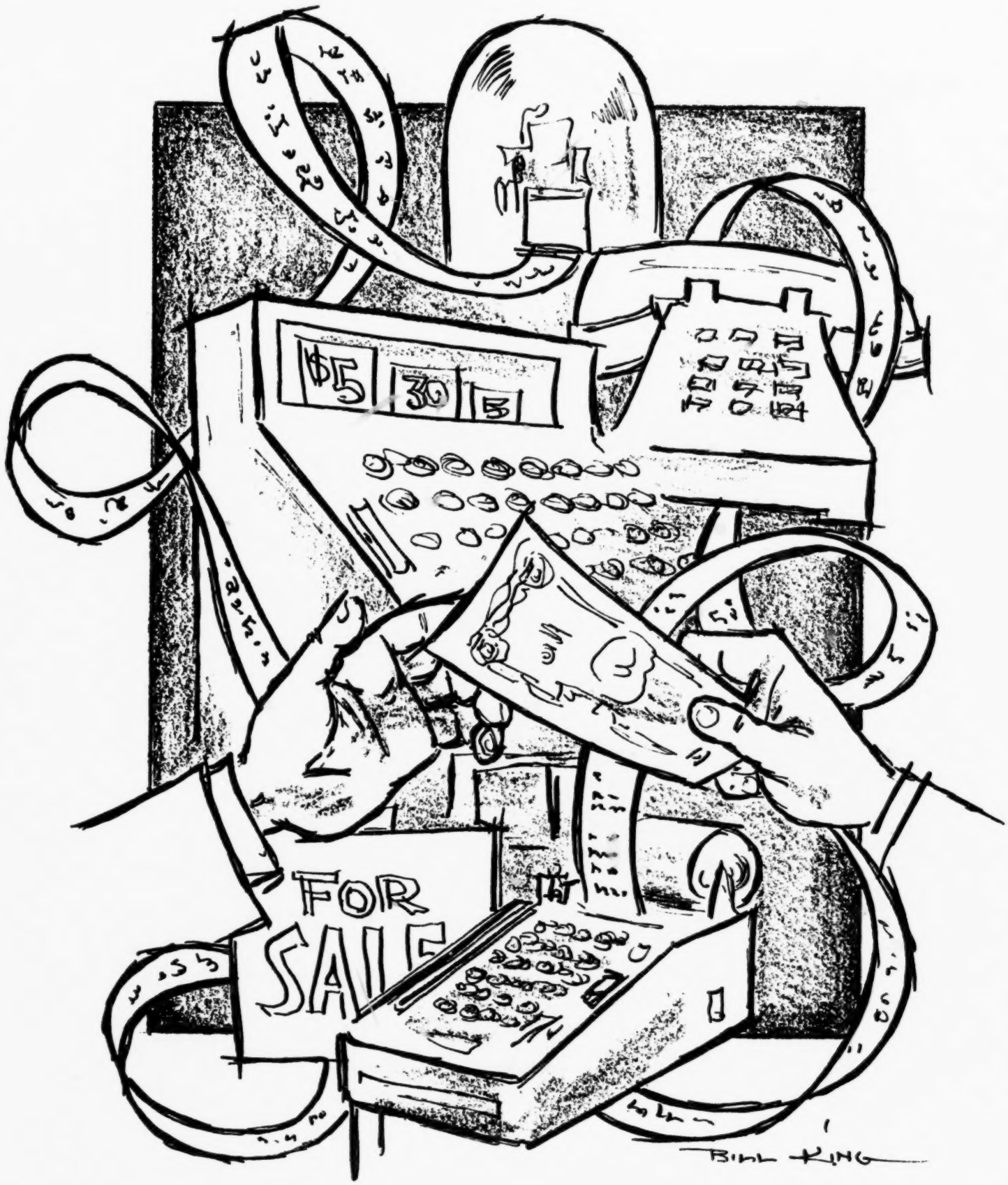
4. Attitude Development

1. Evaluation of student attitude survey at beginning and end of the unit would reveal changes in student attitude toward American business.

2. Student debate on "Which Were the Good Old Days" might reveal student attitudes toward their industrial society and their appreciation of the influence of technology in their lives.

3. Student evaluation of a book such as John Galbrainth's Industrial Society would reveal their recognition of the many factors affecting our economy.

4. Students might be asked to describe the influence of one major business in their town on the life of the community. This essay might be evaluated to determine their attitude toward business. This attitude might be measured against the opinions voiced in their original attitude survey.


$5
30
5
FOR
SALE
BILL KING

BUSINESS

LEARNING ACTIVITY - Bulletin Board (Corridor or foyer location)

A. Purpose

1. To gain knowledge of one of the major problems which has developed as a result of the expansion of business, namely the conservation of natural resources.

2. To provide a means of focusing attention beyond the classroom on conservation of natural resources.

3. To show that resources are limited and that the utilization of these resources is determined by society.

4. To examine the influences of technological innovations on natural resources.

5. To discover the techniques of creating an effective hall bulletin board.

B. Procedure

1. Introduction

a. Display and discuss an advertisement from a current magazine showing the attempt being made by a large corporation to conserve and protect natural resources.

b. Discuss with students the means for focusing attention on what has happened to our natural resources and what needs to be done.

2. Development

a. Gather information about conservation of natural resources especially as related to business.

b. Establish themes or topics to be portrayed on the bulletin board.

c. Prepare the bulletin board.

d. Conduct a follow-up activity such as writing an essay or preparing a tape explaining the theme, or conduct a reaction type poll asking others what they see or understand from the bulletin board.

BUSINESS

LEARING ACTIVITY - Bulletin Board (Corridor or foyer location) (Cont'd)

3. Evaluation

The teacher should evaluate the bulletin board on appropriateness, insight into the problems, and effectiveness of presenting the theme.

IV. Learning Activity - Student Interest Survey

A. Purpose

1. To involve students in the planning of a unit.

2. To allow students the opportunity to select topics in the area of the study of business that they wish to investigate.

B. Procedure

1. Introduction

a. Have students list on the board topics they feel would fall under the heading of business.

b. The teacher should be sure that all important items are included.

2. Development

a. Have students select topics they would like to explore.

b. Students should review classroom materials, library materials, and other available sources for information that are related to the topics chosen.

c. Students with the assistance of the teacher, should examine the learning activities of the Business Unit to determine the activity or activities that would best serve the student's areas of interest.

3. Evaluation

The teacher should evaluate the student's involvement in selecting topics and learning activities.

BUSINESS

IV. LEARNING ACTIVITY - Field Trip

A. Purpose

1. To gain a first-hand knowledge of the New York Stock Exchange.

2. To develop an understanding of the role of private enterprise in our economic system.

3. To develop an understanding of the relationship between stocks and corporations.

4. To explore the extent of government regulation of stocks and stock exchanges.

5. To provide an opportunity to plan a trip for a large group.

B. Procedure

1. Introduction

The teacher might ask the students what they know about the stock exchange. A student could list the answers on the chalkboard. This discussion might be facilitated if it is guided by a teacher from the business department. In the discussion, it would be suggested that a trip be planned to visit the New York Stock Exchange.

2. Development

a. Ask for volunteers who will work with the teacher in order to make the arrangements for the trip.

b. This student group, with the advice and direction of the teacher, should write or call the N. Y. S. E. and request dates when a visit would be mutually agreeable.

c. After the date is established, the other students could make the arrangements necessary for the trip, such as transportation, food, etc.

d. Students should then research:
   a. The origins of the stock exchange
   b. The origins of corporations
   c. Why corporations issue stocks
   d. How one can purchase stock
   e. The rights and duties of stockholders
   f. Occupations available relating to stocks and stock exchanges
   g. The extent of government regulation of the exchanges

BUSINESS

IV. LEARNING ACTIVITY - Field Trip (cont'd)

e. Report this information to the class before the trip.

f. Take the trip.

g. Ask for student evaluations of the arrangements made by the group and the visit to the Exchange.

3. Evaluation

Two aspects of this activity should be evaluated - the arrangements and the information presented to the group prior to the trip, and the value of the class visit to the exchange.

BUSINESS

IV. LEARNING ACTIVITY - Charts and Graphs

A. Purpose

1. To provide an opportunity for students to investigate the "balance of payments" problem.

2. To aid students in understanding that a concept can be presented through a chart or graph.

3. To help students in the interpretation and construction of charts and graphs.

B. Procedure

1. Introduction

a. The teacher could show the filmstrip "Understanding International Trade" (McGraw Hill, 1969). Have the students express what they didn't understand about the balance of payments. A list could be made and referred to the students who have selected this activity.

b. Show examples of different types of charts and graphs and present the idea that they could use this technique in order to answer some of their questions.

2. Development

a. Review, if necessary, the fundamentals of chart and graph construction.

b. Have students research the historic and economic background of our balance of payments problem. You might consider points such as:

1. What is meant by the balance of payments problem?
2. How long has it existed?
3. Why did it develop?
4. How is the average American affected by it?
5. What is the government doing about it?
6. Is it more of a problem now than before?

c. Construct the charts and graphs on transparencies or make copies to distribute to the class.

BUSINESS

IV. LEARNING ACTIVITY - Charts and Graphs (cont'd)

d. Through the charts which the students have constructed, have them report their findings to the class.

Evaluation

Evaluate the charts and graphs as to how well they explain the questions asked.

BUSINESS

IV. LEARNING ACTIVITY - In-depth Study

A. Purpose

1. To stimulate interest in historical research.

2. To encourage critical evaluation of materials.

3. To examine the attitudes of leaders of various basic industries.

4. To see the roles played by government and industry and how they may have changed during the course of our history.

B. Procedure

1. Introduction

a. Make available to the student books that show the development of certain basic industries in the United States , such as: oil, steel, automotive, etc.

b. Discuss briefly the idea that industries may have helped and/or hindered America's economic growth.

c. Review research paper techniques.

2. Development

a. Allow students time to research the topic for the paper: The attitudes of leaders and influences that a basic industry or various basic industries have had during their development in America.

b. Students will write a paper showing evidence of research on the subject.

3. Evaluation

Paper to be evaluated for content, relationship of content to topic, its organization, and variety and quality of source material.

BUSINESS

IV. LEARNING ACTIVITY - Using Quotations in the study of business activity

A. Purpose

1. To provide a means of gaining insight into the role of business in the United States.

2. To aid in the study of the historical development of American business.

3. To study the attitudes of business, government and society toward each other.

B. Procedure

1. Introduction

a. Place on the chalkboard a quotation that could be used to carry out one of the objectives of this activity such as:

"What this country needs is a good 5¢ cigar" T. Marshall
"The business of America is business" C. Coolidge
"The public be damned" C. Vanderbilt

b. Discuss with the students the impact of the quotation.

2. Development

a. As individuals or groups, students should research and list various quotations related to business. (or businessmen)

b. From this list of quotations, students will select those which are to be used in the study of business activity.

c. The quotations, along with their explanations, interpretations, and historical setting can be presented in written form, on tape or in some other appropriate manner.

3. Evaluation

Evaluation should be based on the selection, knowledge, and interpretation of the quotations.

BUSINESS

IV. LEARNING ACTIVITY - The Novel

A. Purpose

1. To provide supplemental depth to the unit and to enhance it with a more humanizing approach.

2. To motivate interest in our capitalistic system through a different type of material and technique.

B. Procedure

1. Introduction

a. Select novels from the Social Studies Learning Center or library and display them in some appropriate place.

b. Plan a lead question, such as "How can novels reflect American business today?" This should center the discussion on the relationship of the novel to American business.

2. Development

a. Have the students list a number of novels which have been written that may reflect American business.

b. Have them select a novel, and write a book review of it. Sample book reviews could be passed out from the Sunday New York Times book review section.

c. Students may report in several ways: oral reports, typed or written reports, group or panel discussions.

3. Evaluation

Students should be evaluated on their depth of understanding, and ability to relate the plot to the people and the times.

BUSINESS

IV. LEARNING ACTIVITY - Position Paper

A. Purpose

1. To examine a problem in depth and develop a position paper defending your opinion through research.

2. To develop research skills.

B. Procedure

1. Introduction

a. The teacher may present some controversial issues connected with business.

1. "The average American citizen has no more economic power than the average Russian peasant."

2. "The purchasing activities of the average American are controlled by advertising industry."

3. "It is no longer possible for a young man to create an industrial empire in the U. S."

4. "Big business controls the foreign policy of the United States."

5. "The military-industrial-educational complex is controlling most of the important research in the U.S."

b. The student interest survey could be used in selecting other topics for investigation.

2. Development

a. Students should select a topic.

b. Each student should formulate a tentative position based on his own personal experience and on his general reading.

c. Through further research the student should establish a firm position and support it.

BUSINESS

IV. LEARNING ACTIVITY - Position Paper (Cont'd)

d. The student should prepare a 2,000 word paper.

e. The student should use as many sources as possible.

3. Evaluation

Evaluate the position paper on the following:

1. Clarity.
2. Evidence of valid research.
3. Relevancy of sources.
4. How well it supports the position.

IV. LEARNING ACTIVITY - Management Job Survey Through The Use of Guest Speakers

A. Purpose

1. To familiarize students with occupations in management.

2. To encourage students to use high school facilities for job placement and preparation.

3. To develop an understanding of the criteria used by business for the selection and promotion of management personnel.

4. To develop an awareness of the future needs of business in the management sector.

B. Procedure

1. Introduction

Discuss with the students the meaning of the term "Management Revolution". A colleague from the Business Department may help you prepare for this discussion, or you may show the film The Managerial Revolution, from Associated Films, Inc. 600 Grand Ave., Ridgefield, N.J. 07657.

2. Development

1. Inquire from the Guidance Department what services and facilities for job placement and preparation are available.

2. With the advice and consultation of the Guidance Department students invite guest speakers into the classroom from the business community.

3. The speakers should explain what business expects in the future for management personnel. Points to be considered might include:

a. Number and kinds of management positions available.
b. Preparation needed for the position.
c. Salary range of the various positions and employment practices.
d. Opportunities and standards for advancement.
e. New job openings and vocations.

BUSINESS

IV. LEARNING ACTIVITY - Management Job Survey Through The Use of Guest Speakers (Cont'd)

4. The guest speakers should address the class.

5. Students should be prepared to ask leading questions of the speaker.

6. Class discussion should follow keeping in mind the purposes of the activity.

3. Evaluation

1. Students should be evaluated on the arrangements they have made for the guest speakers.

2. Students should also be evaluated on the questions they have designed to stimulate class discussion.

3. The follow-up summary can be evaluated by the teacher.

BUSINESS

IV. LEARNING ACTIVITY - Use of Biographies and Autobiographies

A. Purpose

1. To have students gain a view of business growth and development by investigating the beliefs and actions of men who have had a great influence on this field.

2. To realize the value of reading biographies and autobiographies as a source of information.

3. To understand that entrepeneurs and men of decision have come from all walks of life.

4. To help the student understand the problems and conflicts that develop in business processes.

B. Procedure

1. Introduction

a. Obtain and display book jackets, paperbacks, and pictures of men who participated in or who influenced the rise of American big business.

b. Lead a discussion with the students:
1. Select one or two of the more well known people represented in the display and have pupils relate what they know about these people.

2. Discuss the value of knowing more about these people and others who played a role in this area.

3. Create a chart listing the man, his area, and its importance and see how many names the pupils can find that they feel belong on it.

2. Development

a. Have the members of the class, with the teacher's assistance decide on some of the people they feel should be investigated.
Some suggestions are:

1. Andrew Carnegie
2. John D. Rockefeller
3. John Jacob Astor
4. Cornelius Vanderbilt
5. James Fiske
6. Jay Gould
7. Henry Ford
8. John P. Getty
9. H. L. Hunt
10. Howard Hughes
11. J. P. Morgan
12. Daniel Drew
13. James J. Hill

BUSINESS

IV. LEARNING ACTIVITY - Use of Biographies and Autobiographies (Cont'd)

b. Have some students select a biography, autobiography, or profile (from such books as Age of the Moguls) and have it approved by the teacher.

c. Have the student write a book report to include:
   1. His assessment of the person studied.
   2. His evaluation of the person's contribution to business and mankind.

3. Evaluation

a. Read and grade reports based on criteria established above.

b. Evaluate contributions in the informal discussion.

BUSINESS

IV. LEARNING ACTIVITY - Panel Discussion

A. Purpose

1. To have students understand that many companies make a contribution to society other than production or rendering a business service.

2. To gain a knowledge of the problems created by the expansion of business.

3. To provide the opportunity to use research skills.

B. Procedure

1. Introduction

a. Discuss with the class or a group some of the problems confronting society today.

b. Ask a question such as: What are businesses doing to help solve these problems?

c. Have a student make a list of the problems.

2. Development

a. Students should select one of the problems from the list to investigate.

b. Have students organize for a panel discussion including a moderator and at least four additional members.

c. Have the moderator research the problem along general lines.

d. Have panel members research the role of specific companies in working toward a solution to the problem.

e. Students report their findings in a panel discussion to the class.

3. Evaluation

a. Evaluation should be made on the quality of evidence and the effectiveness of their presentation.

BUSINESS

IV. LEARNING ACTIVITY - Student Interview

A. Purpose

1. To help students recognize some of the factors influencing the successful operation of business in the United States.

2. To aid the student in specifically evaluating the effect of ethnic and racial backgrounds on the problems of establishing and operating a business in the United States.

3. To assist the students in comparing the climate of business development in today's world with that of another period of our nation's history.

4. To develop the skill of formulating and utilizing a questionnaire as a technique in conducting an interview.

B. Procedure

1. Introduction

   a. The class might view a film which pictures the activities of a businessman in America, such as Portrait of A Man (J. C. Penny) or Henry Ford. Following the film a discussion might take place which would explore the important characteristics portrayed.

   b. The class might prepare and evaluate a series of short biographies of businessmen at different periods of history and evaluate the characteristics of a successful businessman.

2. Development

   a. Students select at least three businessmen to interview. Care should be taken in the selection of individuals of different racial and ethnic backgrounds.

   b. Students should prepare a questionnaire to explore with these businessmen those factors which had the greatest influence on the establishment and operation of their business.

   c. Students conduct taped interviews with each businessman.

BUSINESS

IV. LEARNING ACTIVITY - Student Interview (Cont'd)

d. Students listen and evaluate the tapes. Through research they might compare the chances of this businessman to succeed at a different period of history.

e. Student present exerpts of tapes and conclusions to class.

3. Evaluation

a. The project report should serve as the major measure of the objectives of the activity. Students should be evaluated on the basis of sources used, sophistication of questionnaire, evaluation of interviews, and depth of research.

BUSINESS

IV. LEARNING ACTIVITY - Making and Interpreting Maps

A. Purpose

1. To use maps to show the changing patterns of business locations.

2. To show the relationship of environment and other factors to business location.

3. To provide the opportunity for research into selected business topics.

4. To develop the skill of using maps as a source of information and in depicting information.

B. Procedure

1. Introduction

a. Review or explain the making and use of maps as a means of presenting information and as sources of information.

b. Examples of appropriate maps may be shown.

2. Development

a. Plan for research on selected business topics. For example:
   1. The movement of industry into the South.
   2. The relationship of environment to business location.
   3. The location of selected industries such as steel, automotive, or textile.

b. Construct or prepare maps. These may take the form of:
   1. Single transparency
   2. Overlays
   3. Duplicated copies
   4. Large paper for display

BUSINESS

IV. LEARNING ACTIVITY - Making and Interpreting Maps (Cont'd)

3. Evaluation

a. Display one map or several in transparency form for students to use as a source of information to explain verbally or in writing various aspects of business locations.

b. Evaluate student prepared maps in terms of their accuracy, research required, clarity and content.

BUSINESS

IV. LEARNING ACTIVITY - Illustrations and the Economics of Fashion

A. Purpose

1. To investigate the unique qualities and forces of the fashion industry.

2. To pursue the history of the fashion industry in the United States.

3. To investigate the thesis that fashion is not so much available to people as imposed on them.

4. To provide an opportunity for the student interested in fashion designing to correlate this interest and the historical and economic facts regarding the industry.

B. Procedure

1. Introduction

a. Bring in a newspaper article regarding what is currently predicted to be in fashion for the coming season.

b. Discuss with the students whether they feel that the public will accept the new trend and what the implications for business will be.

2. Development

a. Have students research the history and the changing trends of fashion within the following framework:
   1. Philosophy and Psychology of Fashion
   2. Cultural Patterns of Dress
   3. Social Implications
   4. Economics of the Industry
   5. Patterns of Change and Stability in Dress

b. The students should then illustrate the fashions which are representative of major trends in the history of the United States.

c. A narration or a tape with explanation to accompany the illustrations should be prepared.

d. Have the illustrations and explanation presented to the class.

3. Evaluation

a. Students can be evaluated for the depth of understanding and the extent of their research demonstrated by their presentation.

BUSINESS

IV. LEARNING ACTIVITY - Buying shares of Stock

A. Purpose

1. To have pupils realize that big business in America is dependent on private capital.

2. To have pupils understand it is the investment of private capital in industry that allocates the use of most of our natural resources.

3. To have pupils understand the procedure one follows in buying and selling shares of stock.

B. Procedure

1. Introduction

a. From the financial section of the newspaper, show the pupils the transactions of the stock exchange.

b. Show the pupils a stock certificate or a specimen of a stock certificate.

c. Have pupils determine the relationship of A & B.

2. Development

a. Have pupils research material on the financial structure of a corporation.

b. Have pupils make a comparison of the financial strength of two large corporations along with their markets and future growth.

c. Have a representative from a broker's office speak to the class on the selection of a stock to purchase and the procedure in buying and selling a stock.

d. Have each pupil research the company in which he would like to purchase stock, and report his findings to the class.

e. Have the class vote on the corporation in which they wish to purchase stock.

BUSINESS

IV. LEARNING ACTIVITY - Buying shares of Stock (Cont'd)

f. The teacher should appoint a clerk to keep a record of each student who may wish to purchase a share of stock.

g. Have pupils make a graph on the bulletin board showing a daily performance of their stocks.

3. Evaluation

Evaluation should be made on the quality of research, the number and quality of the research material and the performance of the stock.

BUSINESS

IV. LEARNING ACTIVITY - Making and Using Transparencies - Business Cycles

A. Purpose

1. To have pupils gain knowledge of business cycles and their characteristics.

2. To have pupils understand the economic forces used to control business cycles.

3. To have pupils realize the reasons for and the way business cycles affects them.

4. To have pupils develop skill in compiling material and placing it on transparencies.

B. Procedure

1. Introduction

a. Show pictures or slides related to the depression years.

b. Discuss with pupils how a business activity may change over a period of a year.

c. Discuss how this change affects the American way of life.

d. Suggest to interested students that another method of presenting materials would be the use of making transparencies.

2. Development

a. Have pupils research materials of the business cycles.

b. Have pupils select from their research materials and information dealing with causes for business cycles, and the economic tools that may be used to regulate them.

c. If help is needed in the construction of transparencies, have students seek technical advice from the A.V. department.

d. Have pupils compile and place on transparencies the conclusions of their research which would

IV. LEARNING ACTIVITY - Making and Using Transparencies - Business Cycles (Cont'd)

visually explain causes for business cycles, how they may be controlled and the affect that they may have on the individual.

e. Have pupil or pupils project and explain their transparencies to the class.

3. Evaluation

Evaluation should be made on depth of research and on how skillfully it was explained.

BUSINESS

IV. LEARNING ACTIVITY - Slides - Art in Industrial Planning

A. Purpose

1. To investigate the role of American business in helping solve social problems.

2. To explore the psychological reason for modern industrial design of factories.

3. To appreciate that art has a very positive role in Big Business today.

B. Procedure

1. Introduction

a. Show the class the film "This is New Jersey"* paying particular attention to the location and structure of the new industrial plants.

b. Discuss with the class how they might react to working in a modern industrial landscaped plant as opposed to the "run of the mill" type.

c. Suggest that someone or several students take slides pictures of the factories or industries in their areas for a comparative study of new versus old.

2. Development

a. Have students list as many local industries as possible.

b. Determine which plants would make the best slides for a comparative study.

c. If possible, obtain some pictures of some of the modern industrial complexes in the Princeton or Hightstown area. Slides could be made by photographing illustrations.

d. Have students research in architectural journals or inductrial papers the whys and hows of new industrial housing, in order to prepare a meaningful narration to accompany their slides.

BUSINESS

IV. LEARNING ACTIVITY - Slides - Art in Industrial Planning (Cont'd)

e. Help students determine what kinds of social problems can be helped by careful industrial planning. Discover if and how mental attitudes are conditioned by artistic surrounding planning.

f. Have the students recommend changes that could be made to improve their local industrial situation.

C. Evaluation: This would be based on the evidence of research done, on the depth of the student's understanding, and on the quality, presentation, and relevance of the slides.

* "Here is New Jersey" is the newest film made by New Jersey Bell Telephone Company, available from Ocean County Film Library.

BUSINESS

IV. LEARNING ACTIVITY - Debate

A. Purposes

1. To examine the different points of view about the public control of business.

2. To help students formulate, identify and express their opinions as to who should control business.

3. To develop an understanding of our economic way of life.

4. To develop the skill of debating.

B. Procedure

1. Introduction

a. The teacher could show the film, "How to Lose What We Have" (12 min., B&W, American Economic Foundation).

b. Discussion should follow.

c. Questions should be listed.

2. Development

a. If this is the first debate in which the students have participated, invite a colleague from the English Department to discuss the rules, procedures, and purposes of debating.

b. Develop a debate evaluation form which the non-participants in the debate will use to judge the debate and participants. (You might consult the suggested form in the Teacher's Guide.)

c. Decide upon a resolution to be debated which will show the dichotomy of opinion over public or private control of business.

d. Ask for five volunteers; two should prepare arguments for public control of business, two against and one chairman.

e. Guide the students in their research of the historic background of the resolution. Each should be familiar with his opponents arguments.

BUSINESS

IV. LEARNING ACTIVITY - Debate (Cont'd)

f. Help the students organize and apply their research to their side of the resolution.

g. As the resolution is debated, have the non-participants in the debate evaluate the form, procedure and arguments of the debaters.

3. Evaluation

Collect the student evaluation forms and determine the class census as to who won the debate on the merits of the debater's actions and arguments.

BUSINESS

IV. LEARNING ACTIVITY - Dramatic Dialogue

A. Purpose

1. To explore industrial progress over the last century.

2. To explore the changing attitudes from 1870 to 1950.

3. To become familiar with the skill of writing dramatic dialogue.

4. To realize that knowledge concerning economics can be gathered from the use of a play.

5. To seek an answer to the age-old question, "Can there be progrssive improvement in living standards for the masses?"

B. Procedure

1. Introduction

Have students read the play The Dynamic Economy* and discuss the fundamental economic issues which have been recurrent throughout our history.

2. Development

a. Have students survey major current economic developments and the social groups which have contributed to industrial progress in the last decade.

b. Then have the students choose representative characters and write a dialogue for 1970 following the form set in The Dynamic Economy.

c. Students should present the dialogue to the class.

3. Evaluation

a. The teacher can determine the depth of understanding of major issues in the last decade demonstrated by the students presentation.

*The Dynamic Economy - A Dialogue in Play Form
By Harold G. Moulton
Published by the Brookings Institution
Washington 6, D. C.

BUSINESS

IV. LEARNING ACTIVITY - Dramatic Dialogue (Cont'd)

b. The originality and ability of the students to put across the major ideas can be evaluated.

c. Members of the class can evaluate the presentation and determine whether they agree on the issues presented.

BUSINESS

IV. LEARNING ACTIVITY - Brochure writing

A. Purpose

1. To understand one's community and what it may have to offer to business.

2. To discover what a business looks for when choosing a community in which to settle.

3. To see the value and possible advantages there are to a community when business moves into the area.

4. To see what the disadvantages are, if any, when business or industry moves into a community.

B. Procedure

1. Introduction

a. After a discussion on what might happen to the local area if an industrial plant was to settle there, the group might wish to investigate such questions as:

1. Why is there so little industrial development in our area?

2. What can be done to attract businesses?

3. Is it desirable to attract business and industry?

b. What are some of the techniques other communities use to attract business? (i. e. brochure, tax relief, etc.)

2. Development

a. Have a group or class make a list of questions like the above which they feel might need answering in this investigation.

b. Assign some pupils to interview individuals in the area who would have opinion on this subject such as:

a. The Mayor

b. Chamber of Commerce

c. Better Business Bureau

d. Taxpayer's Association

e. Conservation or environmental society.

c. Have other students contact some industries or small businesses to discover what they look for when they

BUSINESS

IV. LEARNING ACTIVITY - Brochure writing (Cont'd)

d. Have students send for brochures from communities in our area and other areas of the United States.

e. From the information gathered, the class or group can now create a brochure which would advertise their community toward the particular types of business they wish to attract.

3. Evaluation

The teacher can evaluate the letters written, interviews conducted (taped), student evaluation of material gathered and the composition of the brochure.

BUSINESS

IV. LEARNING ACTIVITY - Role Playing

A. Purpose

1. To understand that business operation has undergone a management revolution.

2. To use the medium of role playing to demonstrate to the class the change in management techniques.

3. To demonstrate two types of employers - autocratic and democratic.

4. To give the student an opportunity to place himself in the position of management.

B. Procedure

1. Introduction

a. The teacher could introduce a discussion as to the types of bosses the students have met in their parttime or summer work.

b. Determine with the students what is meant by management.

c. Discuss with them what recourse they have if they are treated unfairly. Why are there differences? (seasonal bosses vs. regular)

d. Explain the technique of role playing and ask a group to volunteer to work on a role playing demonstration to show the role of a manager before and after the passing of the Wagner Act.

2. Development

a. Have the group define the characters (autocratic or democratic boss, employee with several children worried about too much over time or unsafe working conditions), the setting (time, place), the situation (a legitimate grievance). One scene would be before the Wagner Act; the other today. Introduce another character today - the shop steward.

b. Have the group research the Wagner Act as to its influence on management.

c. Have the group write a script giving the information defined in "a".

d. Invite other members of the class to act out the roles as specified.

BUSINESS

IV. LEARNING ACTIVITY - Role Playing (Cont'd)

e. Have members of the group evaluate the role playing and determine whether or not it helped explain to the class the purposes of the activity.

3. Evaluation

Students should be evaluated on:

a. Thoroughness of research.
b. Ability to interpret history through a new medium.
c. Ability to evaluate a performance on the bases of objectives stated.

BUSINESS

IV. LEARNING ACTIVITY - Attitude Survey

A. Purpose

1. To identify value judgments relating to the activities in the business community.

2. To analyze the changes that have taken place in the attitude of the American public toward its business institutions.

3. To have the student relate his own attitudes to those of his peers, and to American society.

B. Procedure

1. Introduction

Discuss with the class their opinions and thoughts concerning the business activities within their society.

2. Development

a. Students should compile a list of value questions dealing with the role and place of business activities in our society, such as:

(1) Are businesses paying their fair share of taxes.
(2) Should the government place a limit on the amount of profit a business can earn in a year.
(3) Should government have the power to force a business to stop polluting a river.

b. Have a student committee collect, compile and construct a survey.

c. The survey can be given to both students and adults.

d. Students relate themselves to value judgments of others by comparing the results of their survey with those of others.

3. Evaluation

a. An examination of the student's survey questions would furnish a picture of his understanding of current issues and problems.

b. Some questions from the survey could be given again at the end of the unit to attempt to measure changes in attitudes and evidence of maturity.

BUSINESS

IV. LEARNING ACTIVITY - Interviews

A. Purpose

1. To have the student experience making arrangements for an interview and to formulate questions to accomplish one's purposes.

2. To have students understand the services a big business offers to the public and to the community.

3. To have pupils understand the problems of a particular business including employment practices.

4. To have students understand the role of a specific company in helping to solve community problems.

B. Procedure

1. Introduction

a. Show a telephone directory and financial report of the telephone company.

b. Discuss the services offered and the problems such a company may have.

2. Development

a. Have students formulate questions that would deal with services and problems of the telephone company.

b. Have pupils make arrangements to interview the public relations officer of the telephone company.

c. Have students send a copy of the questions to be asked in advance of the interview.

d. Conduct the interview by phone.

e. Have pupils record the interview.

3. Evaluation

Evaluation should be made on the quality of the questions and the information the questions produce.

BUSINESS

IV. LEARNING ACTIVITY - Re-enactment of a Court Scene

A. Purpose

1. To pursue an understanding of one of the methods used by the government to make certain that companies serve the public interest.

2. To study in depth the charge of price fixing by the government.

3. To pursue the question whether businessmen in distributing their products, should be free to determine the conditions and price under which they will be sold.

B. Procedure

1. Introduction

a. Stimulate a discussion in regard to the government charges against price fixing by bringing a G.E. 75 watt light bulb, a transformer, and a bottle of drugs into class. Ask the students if they know what these three things have in common.

2. Development

a. Have students that are interested do further research in regard to the actual procedings of the trial of the government vs. General Electric on the price fixing of electric light bulbs.

b. Students should choose representative persons and write a script using some of the actual wording from the trial.

c. The trial should then be re-enacted for the class.

3. Evaluation

Students can be evaluated for the extent of their knowledge based on the research done, their participation, and the authenticity of their presentation.

BUSINESS

STUDENT DIRECTION SHEET - Bulletin Board (corridor or foyer)

PARTICIPANTS - Individual, group

PURPOSE - To prepare a bulletin board focusing attention on the problem of the expansion of business and the conservation of natural resources.

POSSIBLE PROCEDURE

1. Do some research into the general problem of conservation of natural resources and the growth and expansion of business.

2. Establish a theme or topic to be portrayed on the bulletin board. Some examples are:

   a. The constructive and destructive effects of business on natural resources.

   b. The limited nature of resources.

   c. The influence of technology on natural resources.

3. Gather pictures, materials, and items related to the theme to be used on the bulletin board.

4. Prepare the bulletin board.

5. Conduct an appropriate follow-up activity. This may be:

   a. An essay or tape explaining the theme.

   b. A reaction type poll asking other students to explain what they see or understand from the bulletin board.

BUSINESS

STUDENT DIRECTION SHEET - Student Interest Survey

PARTICIPANTS - Class

PURPOSE - To give you the opportunity to suggest and explore areas of interest in this Business Unit.

POSSIBLE PROCEDURE

1. Suggest topics concerning the area of business that interest you.

2. Investigate to determine what materials are available.

3. Examine the student direction sheets to determine the methods you will use in order to study the topics you have selected.

4. Plan and conduct your study according to the appropriate direction sheet.

BUSINESS

STUDENT DIRECTION SHEET - Field Trip

PARTICIPANTS - Group and class

PURPOSE - To familarize students with stocks, stock exchanges and the intricate part they play in the operation of the American economic system.

POSSIBLE PROCEDURE

1. After the initial discussion, consult with the teacher and write or call the Visitor's Bureau of the New York Stock Exchange in order to arrange the date of your trip.

2. Make the other arrangements relative to your trip, i.e., transportation, food, etc.

3. Research the background and report to the class before you make the trip those things which will make your trip most beneficial. The following should be considered:

    a. What is a corporation?
    b. When and where did they originate?
    c. What is the purpose of issuing shares of stock?
    d. What function does a stock exchange perform?
    e. Are stock exchanges regulated by government?
    f. How can one get a job on the exchange or related businesses?
    g. What are the duties and responsibilities of stockholders?
    h. Points or items of interest to look for.

4. Take the trip

5. The other students in the class will evaluate you on how well you organized the trip and provided background information prior to taking the trip.

BUSINESS

STUDENT DIRECTION SHEET - Chart and Graph Construction

PARTICIPANTS - Individual or Group

PURPOSE - To help understand the balance of payment problem through chart and graph construction.

POSSIBLE PROCEDURE

1. Decide which aspects of the balance of payments problem you can best depict through the construction of charts and graphs.

2. Research the topic and prepare a transparency or copies which will show the class the results of your research. You might include:
   a. The origins of the balance of payments problem.
   b. Why did it develop?
   c. How is the average American affected by it?
   d. What has the government done about it?
   e. Is it more a problem today then before? Why?

3. Discuss the charts and graphs with the class, pointing out significant facts and conclusions. Be prepared to answer the questions which the class raised after seeing the filmstrip.

BUSINESS

STUDENT DIRECTION SHEET - In-depth Study

PARTICIPANTS - Individual

PURPOSE - To conduct historical research that investigates the attitudes that one or more basic industries have had during their growth in the United States.

POSSIBLE PROCEDURE

1. Research the topic, "The attitudes of leaders and influences that a basic industry or various basic industries have had during their development in America."

2. Write a paper that presents the ideas you have researched. Show evidence of varieties and quality in your source material.

BUSINESS

STUDENT DIRECTION SHEET - Using quotations in the study of business activity

PARTICIPANTS - Individual, group, class

PURPOSE - To analyze quotations related to business(men)

POSSIBLE PROCEDURE

1. Research and list various quotations related to business.
2. Select those quotations which are to be used.
3. Present the quotations with the explanation and interpretations and historical setting. This presentation can be oral, written, taped or done in some other appropriate manner.

BUSINESS

STUDENT DIRECTION SHEET - The Novel

PARTICIPANTS - Individual, group

PURPOSE - To understand the human factors of people in the business world.

POSSIBLE PROCEDURE

1. Select a novel related to American business, such as:

a.	PATTERNS	e.	HOW TO SUCCEED IN BUSINESS
b.	EXECUTIVE SUITE	f.	I CAN GET IT FOR YOU WHOLESALE
c.	THE HUCKSTERS	g.	MAN IN THE GREY FLANNEL SUIT
d.	SIEDMAN AND SON	h.	BABBITT

2. Read the novel, keeping in mind the purpose of the activity.

3. Your report on the novel which you have read and its contribution to your understanding of the unit may be given in many ways - as part of a panel discussion, or in an interview with the teacher.

Note: Evaluation of this report will be based on your depth of understanding of the novel and your ability to relate the plot to the people and times.

BUSINESS

STUDENT DIRECTION SHEET - Position Paper

PARTICIPANTS - Individual

PURPOSE - To examine a problem in depth and develop a position paper defending your case through research.

POSSIBLE PROCEDURE

1. Examine some controversial issues connected with the business world, such as:

   a. "The average American citizen has no more ecomomic power than the average Russian peasant."

   b. "The purchasing activities of the average American are controlled by the advertising industry."

   c. "It is no longer possible for a young man to create an industrial empire in the U.S."

   d. "Big business controls the foreign policy of the United States."

   e. "The military-industrial-educational complex is controlling most of the important research in the U.S."

2. Based on personal experience and general reading, select a topic and a point of view you wish to defend through research.

3. Research the background and take a firm position now that you have support.

4. Write a position paper of 2,000 words.

BUSINESS

STUDENT DIRECTION SHEET - Management Job Survey Through The Use of Guest Speakers

PARTICIPANTS - Individual or Group

PURPOSE - To familarize students with opportunities available in the management areas of business

POSSIBLE PROCEDURE

1. In conjuction with the Guidance Department arrange for representatives of the business community to explain to the class opportunities available in the management sector of business. If the speaker is unavailable to speak directly to the students, then a tape could be made of your interview with them.

2. Encourage the speaker to cover such topics as:

   a. Number and kinds of positions available in management.
   b. Preparation needed for the positions.
   c. Salary range of each and the employment opportunities.
   d. Opportunities and standards of advancement.
   e. Management needs of the future.

3. Have questions prepared which will encourage class discussion with the guest speaker.

4. Prepare a summary evaluating the information obtained from the speakers as a follow-up.

BUSINESS

STUDENT DIRECTION SHEET - Use of Biography or Autobiography

PARTICIPANTS - Individual

PURPOSE - To study business development in America through the use of biographies and autobiographies.

POSSIBLE PROCEDURE

1. Decide on a person you feel has made a contribution to the development of business.

2. Select a biography, autobiography, (or article, if no biography is available) and have it approved by the teacher. Some suggestions are:
   a. Andrew Carnegie
   b. John D. Rockefeller
   c. John J. Astor
   d. Cornelius Vanderbilt
   e. James Fiske
   f. Jay Gould
   g. Henry Ford
   h. J. P. Morgan
   i. Daniel Drew
   j. James J. Hill
   k. John P. Getty
   l. H. L. Hunt
   m. Howard Hughes

3. Write a book report to include:
   a. Your assessment of the person studied.
   b. Your evaluation of the person's contribution to big business in America and to mankind.

4. Be prepared to share what you have learned about the person and/or his contributions with the rest of the class in an informal discussion.

BUSINESS

STUDENT DIRECTION SHEET - Panel Discussion

PARTICIPANTS - Group

PURPOSE - To understand that business may help solve as well as create social problems.

POSSIBLE PROCEDURE

1. Students should compile a list of problems and select one for further study.
2. Organize for a panel discussion including a moderator and a minimum of four panelists.
3. Have the moderator research the question along general lines.
4. Have panelists research the role of specific companies in working toward a solution to the problem.
5. Report findings in a panel discussion to the class.

BUSINESS

STUDENT DIRECTION SHEET - Interview

PARTICIPANTS - Individual

PURPOSE - To recognize some of the factors influencing the successful business operation and to evaluate the effect of ethnic and racial backgrounds on establishing and operating a business in the United States.

POSSIBLE PROCEDURE

1. Prepare a questionnaire to use with representative businessmen regarding the factors that had the greatest influence on their establishing and operating their businesses.

2. Select at least three successful businessmen of different racial and/or ethnic backgrounds and make arrangements to interview them using the questionnaire.

3. Secure permission, if possible, to tape the interviews.

4. Analyze the tapes and based on your research of several historical periods, determine whether these businessmen could have succeeded at these times also.

5. Plan a presentation of your tapes, research, and conclusions.

BUSINESS

STUDENT DIRECTION SHEET - Making and Interpreting Maps

PARTICIPANTS - Individual, group

PURPOSE - To make and use maps to show changing patterns of business locations and the relationship of environment and other factors to business locations.

POSSIBLE PROCEDURE

1. Select a topic that may serve as a basis for making a map or maps. For example:
   a. The movement of industry into the South.
   b. The relationship of environment to business location.
   c. The location of selected industries such as steel, automotive, or textile.

2. Do what research is necessary to gather essential information to be shown.

3. Plan how to best show this information on the map. Decide which form your map will take. For example:
   a. Single transparency
   b. Overlays
   c. Duplicated copies
   d. Large paper for display

4. Make the map or maps.

5. Be prepared to discuss information presented.

BUSINESS

STUDENT DIRECTION SHEET - Illustrations and the Economics of Fashion

PARTICIPANTS - Individual, group

PURPOSE - To investigate the unique qualities, the forces of the fashion industry, and the history of its impact economy in the United States.

Possible Procedures:

1. Using a current newspaper article regarding what is predicted to be in fashion for the coming season, discuss with classmates whether you feel that the public will accept the new trend and what the implications for business will be.

2. Research the history and changing trends of fashion within the following framework:
   a. Philosophy and psychology of fashion
   b. Cultural patterns of dress
   c. Social implications
   d. Economics of the industry
   e. Patterns of change and stabiltiy in dress

3. Draw illustrations of fashions which are representative of major trends in the United States.

4. Prepare a narration or a tape with explanation and present it to the class.

(Note: An interesting variation would be to take the changes in styles of automobiles through the past and research this on the same framework.)

BUSINESS

STUDENT DIRECTION SHEET - Buying shares of Stock

PARTICIPANTS - Class

PURPOSE - To understand the source of investment capital for big business and the procedure used in buying and selling stock.

POSSIBLE PROCEDURE

1. Research materials on the financial structure of a corporation.
2. Make a comparison of the financial strength of two large corporations along with their market and future growth.
3. Make arrangements to have a representative from a broker's office speak on purchasing stock.
4. Take notes and ask questions of the speaker.
5. Research a company in which you would be interested in buying stock and report to the class your findings.
6. Vote on a stock you may purchase.
7. A clerk will be appointed to keep a record of each purchase of stock.
8. Make a graph on the bulletin board showing the daily performance of the stock purchased.

BUSINESS

STUDENT DIRECTION SHEET - Dramatic Dialogue

PARTICIPANTS - group

PURPOSE - To explore the changing attitudes and industrial progress over the last century, and to survey major current economic developments, to be presented as a dramatic dialogue.

POSSIBLE PROCEDURE

1. Read the play The Dynamic Economy and discuss the fundamental economic issues which have been recurrent throughout our history.

2. Survey major current economic developments and determine what individuals have contributed to industrial progress in the last decade.

3. Write a dialogue for 1970 following the form set in The Dynamic Economy.

4. Present the dialogue to the class.

BUSINESS

STUDENT DIRECTION SHEET - Brochure writing

PARTICIPANTS - Group or Class

PURPOSE - To see what your community has to offer business and what the advantages are of a business locating in your community.

To compose a brochure which will demonstrate the advantages of locating in your community

POSSIBLE PROCEDURE

1. Gather information and opinions regarding business locating in your area by interviewing:

   a. The Mayor

   b. Chamber of Commerce

   c. Taxpayer's Association

2. Contact some industries and businesses to determine what they look for in a community when they wish to relocate.

3. Acquire and examine brochures written by communities in your area and in other parts of the United States.

4. After gathering your information, make a brochure to advertise your community to the type of business you think is desirable and advantageous to the area.

BUSINESS

STUDENT DIRECTION SHEET - Role Playing

PARTICIPANTS - One or more

PURPOSE - To show that big business has undergone a management revolution and to demonstrate this through the medium of role playing.

POSSIBLE PROCEDURE

1. Discuss with your teacher or research the skill of role-playing.

2. Research the Wagner Act and determine the impact it would have on the role of management.

3. Prepare a list of characters - autocratic employer, unhappy employee, shop steward, a grievance situation (too much overtime, bad working conditions), two settings (before the Wagner Act and today).

4. Fully define each character and the role he will be expected to play.

5. Invite other members of the class to act out the roles as specified.

6. Evaluate their role playing and determine whether or not it helped explain to the class the purposes of the activity. If they did not succeed was it because you did not define their role well enough?

BUSINESS

STUDENT DIRECTION SHEET - Making and using Transparencies - Business Cycles

PARTICIPANTS - Individual, group

PURPOSE - To understand business cycles, their causes, how they may be controlled, and the effect they have on the individual through the use of transparencies.

POSSIBLE PROCEDURE

1. Research causes for and the economic tools used to control business cycles.

2. Through research and/or interviews find the effect business activity has had on the individual.

3. From the data secured, make transparencies with the assistance of the A.V. department, if needed, that visually explain causes for, the control of business cycles and their effect on the individual.

4. Write, tape, or prepare an oral explanation of your transparencies to present to the class.

BUSINESS

STUDENT DIRECTION SHEET - Slides - Art in Industrial Planning

PARTICIPANTS - One or Several

PURPOSE - To investigate the role of American business in helping solve social problems, and to appreciate that art has a very positive role in Big Business today.

POSSIBLE PROCEDURE

1. View the film <u>This is New Jersey</u> or explore the pages of Fortune magazine paying special attention to the pictures of modern factories.

2. List as many local industries as possible.

3. Determine which plants would make the best slides for a comparative study.

4. If possible, obtain some slides of industries in the Princeton or Hightstown area.

5. Research in architectural journals or in industrial magazines the whys and hows of new industrial housing. This research will help you prepare a meaningful narration for your slides.

6. Determine what areas of social problems can be helped by careful industrial planning.

7. Recommend changes that would help improve the situation in your area.

8. Present your findings to the class.

BUSINESS

STUDENT DIRECTION SHEET - Debate

PARTICIPANTS - Group and Class

PURPOSE - To familiarize students with the advantages and disadvantages of public control of business.

To develop an understanding of the American economic system.

POSSIBLE PROCEDURE

1. After the introduction, consult a teacher from the English dep't as to the rules, procedures and purposes of debating.

2. With the class, develop a debate evaluation form for the non-participants in the debate activity. (Such a form is included in the Teacher's Guide.)

3. Divide into a debating team: Two for and two against the resolution, plus a chairman.

4. Select a resolution to be debated which will show the differences in opinion over public and private control of business.

5. Research the information which will support your side of the argument. Also, be familiar with your opponent's major arguments. You might wish to interview adults in the school and the community for their beliefs and reasons. Members of the professional groups should be interviewed also, including medical doctors and lawyers.

6. Organize the debate according to the recommendations of the English Department.

7. The non-participants in the debate should be given the evaluation form in order to make judgements while the debate progresses.

8. Present the debate.

BUSINESS

STUDENT DIRECTION SHEET - Attitude Survey

PARTICIPANTS - Class

PRUPOSE - To survey attitudes of students and/or adults toward the business institutions within their society.

POSSIBLE PROCEDURE

1. Each student should compile a list of questions requiring yes or no answers concerning business in the United States.
2. Establish a student committee that will organize your questions into a survey.
3. Select the group or groups that will answer the survey.
4. Give the survey.
5. The class should now evaluate and discuss the survey results.

BUSINESS

STUDENT DIRECTION SHEET - Interviews

PARTICIPTANTS - Individual or Group

PURPOSE - To understand the services a big business offers to the public and to the community.

To gain a greater understanding of the problems of a big business.

POSSIBLE PROCEDURE

1. Formulate questions that may be asked of the Information Officer of the telephone company to secure information included in the purposes.

2. Questions should include a number of phases of business, such as:
   a. What contribution does your company make to the economy of the community?
   b. What are the employment practices toward race, color, and creed?
   c. What does your company do to help solve community problems?

3. Upon completion of the questions make arrangements to conduct your interview by phone with the public relations officer of the phone company.

4. Send in advance a copy of the questions formulated to the person to be interviewed.

5. Ask for permission and, if granted, tape the interview.

BUSINESS

STUDENT DIRECTION SHEET - Re-enactment of a Court Scene

PARTICIPANTS - Group

PURPOSE - To pursue the question of whether or not businessmen should be free to determine the conditions under which they consign their goods.

To consider the methods used by the government to protect the public industries.

POSSIBLE PROCEDURE

1. Research the background and the trial proceedings of the government's charge against General Electric on price fixing of electric light bulbs in 1966.

2. Select students to represent those characters needed to re-enact a court scene from this trial.

3. Write a script using some of the actual wording from the trial. Be as accurate as possible.

4. Re-enact the trial for the class.

V. SUGGESTED CONTENT GUIDE

I. Introduction to the major principles of Economics

A. Scarcity of goods
   1. Laws of Supply and Demand
   2. Law of Diminishing Utility
   3. Standard of living
   4. Cost of living
   5. Inflation and Deflation
      a. Interest rates
      b. Effect of bank deposits

B. Production of Goods
   1. Costs of production
   2. Factors of production
   3. Law of Diminishing returns
      a. Malthusian theory
      b. Quality of population
   4. Business cycle
      a. Accelerator principle
      b. Multiplier principle

C. Terms essential for study
   1. Goods
   2. Price
      a. Consumer
      b. Producer
   3. Cost
   4. Value
   5. Exchange
   6. Market
   7. Labor

II. Trade and material wealth as an inspiration for exploration and colonization.

A. Spanish
B. French
C. English

III. English colonization for the continuation of economic nationalism.

A. Organization of colonies depended on the reasons for their establishment
   1. Company colonies
   2. Proprietary colonies
   3. Corporate colonies

V. SUGGESTED CONTENT GUIDE (Cont'd)

B. Environment was a determiner of colonial income.
   1. Freeholding landowners (Maritime colonies)
      a. Ships stores
      b. Manufacturing
   2. Manors (Middle colonies)
      a. Provisions
      b. Small manufacturing
   3. Plantations (South)
      a. Tobacco
      b. Rice

C. English political control depended on Empire's needs
   1. Mercantilism as a practical economic system
      a. Navigation Acts before 1763
      b. Revenue Acts after 1763
         (1) Royal Proclamation of (1763)
         (2) Sugar Act (1764)
         (3) Currency Act (1764)
         (4) Stamp Act (1765)
         (5) Declaratory Act (1766)
         (6) Townshend Duties (1767)
         (7) Tea Act (1773)
         (8) Intolerable Acts (1774)

D. Colonists react to threatened means of existence.
   1. Early stirring of economic initiative denied.
      a. Money scarcity in colony
         (1) South's unfavorable balance of payments
         (2) Northern land banks fail
      b. Interference in the internal affairs of the colonial governments.
         (1) Officials to be paid with taxes
         (2) Stamp tax violated charters
   2. Colonial economic unity protests
      a. Boycott of stamped goods
      b. Sons of Liberty
      c. Committees of Correspondence
      d. Boston Tea Party
      e. Colonial unity on Boston's behalf
         (1) Contributions of food
         (2) Legislatures passed support resolutions

E. National needs of war cause inflation.
   1. First Continental Congress issues money
   2. Use of the bond for financing
   3. Foreign investment in America

F. The Articles of Confederation fail to govern causing economic instability.
   1. Weakness in the Articles of Confederation
      a. No power to raise taxes
      b. No power to make trade treaties

V. SUGGESTED CONTENT GUIDE (Cont'd)

2. Gains from the Articles of Confederation in the Northwest Ordinance
3. The threat of mob rule in Shays Rebellion
4. Reaction of landed to economic instability
   a. Mount Vernon Trade meeting
   b. Annapolis Convention
   c. Meeting in Philadelphia to amend articles
5. Constitutional Convention of 1787
   a. Economic background of delegates
   b. Plans of states reflect their interests
      (1) Virginia plan
      (2) New Jersey plan
   c. Compromise from Connecticut
6. The constitution corrects weakness in articles
   a. Balance of powers
   b. Protection of private property
   c. Bill of Rights to protect the individual

IV. The solidification of the new nation

A. The economic strength of the new nation depended on economic ties to the federal government.
   1. Hamilton's plan for economic stability
      a. Assumption of state debts
      b. Funding of consolidated debts
      c. Use of import and excise taxes
      d. Liberal interpretation of constitution
         (1) Whiskey Rebellion in reaction to the burden of taxation
         (2) Whiskey Rebellion shows strength of the federal government
      e. Establishment of the National Bank of the U.S.
      f. Encouraging manufacturing by loans through banks
   2. Hamilton's plan creates contrary opinion
      a. Jefferson's political views
         (1) Farmer backbone of nation
         (2) Strict constitutional interpretation
      b. Hamilton's supporters are mainly urban
   3. Difference of philosophy results in political parties
   4. Trading treaties open the U.S. to foreign goods
      a. Jays Treaty (1795)
      b. Pinckney's Treaty (1795)

B. Jefferson's admission evidences little change of policy
   1. Purchase of Louisiana
   2. Repeal of excise tax

V. SUGGESTED CONTENT GUIDE (Cont'd)

C. Defense of free seas for trade leads to the war of 1812
   1. Non-importation Act (1806) a reaction to France and England
   2. Embargo Act (1807) ends American trade
   3. Non-intercourse Act (1809) limits the embargo
   4. Macon's #2 Bill puts U.S. on the side of France

D. Internal economic desires for war
   1. War hawks demand war for land
      a. Canada from England
      b. Florida from Spain

E. The end of the war and the growth of economic independence
   1. Desire for internal improvements to link east and west (Henry Clay's "American System")
   2. First protective tariff (1816)
   3. Second Bank of the U.S. chartered
   4. Supreme Court support of economic nationalism
      a. Dartmouth College vs Woodward (1819)
      b. McCulloch vs Maryland (1819)
      c. Gibbons vs Ogden (1824)
   5. Growth of eastern manufacturing
   6. Foreign policy for trade (Monroe Doctrine)

F. Jacksonian Era initiates industrial political dominance.
   1. The Tariff of Abominations (1828)
      a. Reaction by southern planters
      b. South Carolina Exposition and Protest
      c. Compromise of 1833
         1. Lower tariff over a ten-year period
         2. Force Bill passed
   2. The loss of the Bank of the United States
      a. Jackson's reasons for veto
         1. Unconstitutionality
         2. Monopoly charter
         3. Hostility of small banks
         4. Eastern domination of bank
      b. Withdrawal of funds to "pet banks"
      c. Specie circular
      d. Panic of 1837

   3. Establishment of the independent treasury and sub treasuries.

V. SUGGESTED CONTENT GUIDE (Cont'd)

V. The importance of the west to American economic growth

A. The question of slavery and statehood
1. Missouri Compromise
2. Independence of Texas
3. California applies for statehood

B. The alliance of north and west
1. A mutual economic dependence
a. The North a western market
1. Grain
2. Meat
3. Hides
b. The West a northern market
1. Machinery
2. Textiles

C. The boundary disputes and land expansion
1. Maine
2. Oregon
3. Texas
4. Mexican War

VI. The Civil War a turning point in American economic development

A. The economics of slavery
1. Cost of keeping slaves
2. Importation of slaves
3. Drain on capital of slave system

B. The Tarif divides North and South
1. Industry prospers under a protective tariff
2. Southern balance of payments suffers from high tariff

C. Western lands a problem
1. Compromise of 1850
2. Kansas--Nebraska L1854)

D. The financing of a Civil War in the North and South
1. Use of paper currency
a. Greenbacks
b. Confederate paper
2. Taxes levied
3. Bonds floated
4. National Bank Act

E. Reconstruction by the North for economic advantage
1. Maintenance of civil order
a. Black Codes
b. Freemen's Bureau
2. South dependent on Northern manufacturing
3. Employment problems

V. SUGGESTED CONTENT GUIDE (Cont'd)

VII. The development of an industrial America

A. Natural resources basic to industrial development
   1. Discovery of gold in California (1848)
   2. Minerals from conquered indian territory
   3. Enlarged western markets from the land acts
      a. Homestead Act
      b. Morrell Act
   4. Transportation from east to west
      a. Union Pacific Railroad
      b. Central Pacific
   5. Contact by communication
      a. Pony express
      b. Atlantic Cable (1866)
      c. Telephone (1876)

B. Business acts for continued growth
   1. Combinations which control markets
      a. Pools
      b. Trusts
      c. Holding Companies
   2. Control over labor
      a. Black lists
      b. Yellow dog contracts
      c. Injunctions
      d. The company town
   3. Technological change
      a. Mass production
      b. Modern factories
      c. Machine economy techniques

C. Men directing growth
   1. Andrew Carnegie
   2. James J. Hill
   3. J. P. Morgan
   4. John D. Rockefeller

D. Government response to business reformers
   1. Sherman Anti-Trust Act
   2. Interstate Commerce Commission

E. The plague of inelastic currency
   1. Jay Cooke & Co. fails (1873)
   2. Panic of 1873
   3. Deppression of 1893
   4. Morgan gold deal

F. New Manifest Destiny as a search for markets
   1. The protective tariff for industry
      a. McKinley Tariff
      b. Wilson--Gorman Tariff

V. SUGGESTED CONTENT GUIDE (Cont'd)

2. Mahan's book and the new Navy
   a. Acquisition of the Philippines
   b. Acquisition of Puerto Rico
   c. Coaling stations in the Pacific
3. The "Open Door" to China
4. Markets in Latin America

VIII. Pre-depression Business in America

A. Roosevelt and Taft as trust-busters
   1. Enforcement of Sherman Act
      a. American Tobacco Case
      b. Standard Oil Case
   2. Influence in Latin America
      a. Dollar Diplomacy
      b. Panama Canal

B. Wilson as a regulator of business
   1. Claycon Anti-Trust Act
   2. Federal Reserve Act
   3. Sixteenth Amendment
   4. The New Freedom vs the New Nationalism

C. World War I encourages business
   1. Farm market expands
   2. Business finds new markets
   3. Government establishes corporations

D. Return to normalcy
   1. Productivity increases
   2. Profits expand
   3. Capital grows
   4. Costs & prices rise
   5. Stock Market Soars
   6. Increased productivity not shared
      a. Farmer loses money
      b. Wages remain low
   7. The Managerial Revolution Occurs

E. The economic collapse occurs
   1. Black Friday - the balloon bursts
   2. Under-consumption one cause
   3. Stock financing unsecured
   4. Financial structure weak
      a. Banks over extended
      b. Currency inelastic
   5. World market unstable
   6. Timid government attempts to regulate
      a. Reconstruction Finance Corporation
      b. Tariff rates increased
      c. A mixed economy begins to emerge

V. SUGGESTED CONTENT GUIDE (Cont'd)

XI. Economic Recovery Regulated

- A. The New Deal and Business
  - 1. The Partnership Period 1933 - 35
    - a. National Recovery Act (1933)
    - b. Bank and Monetary Controls
      - 1. Glass - Stengall Banking Act
      - 2. Securities and Exchange Commission Act
    - c. Tennessee Valley Authority (1933)
  - 2. The Regulation Period 1935 - 39
    - a. N. R. A. Unconstitutional
    - b. Wagner Act
    - c. Robinson - Patman Act
    - d. Miller - Tydings Act
    - e. Fair Labor Standards Act
- B. Economic stability tools
  - 1. Taxation
    - a. Individual
    - b. Corporate
  - 2. Unemployment insurance
  - 3. Social Security
  - 4. Monesary Policy
    - a. Federal Reserve System
    - b. Open Market
  - 5. Fiscal Policy
- C. War mobilization
  - 1. Industrial conversion
  - 2. Increased production
  - 3. Creation of new industries
  - 4. Few unemployed
- D. Inflation and reconversion
  - 1. Capital to continue expansion
  - 2. Inflation uncontrolled
- E. Government a stabilizing force
  - 1. Unemployment
    - a. Full Employment Act of 1947
    - b. Poverty programs
      - a. Job Corps
      - b. Project Head Start
      - c. Neighborhood development
  - 2. Defense Spending
    - a. Foreign Aid Plans
    - b. Korea
    - c. Vietnam

V. SUGGESTED CONTENT GUIDE (Cont'd)

F. American Business begins to accept its Social Obligations
   1. Training the hard core unemployed
   2. Provision for Scholarship Funds
   3. Revamping the Public Image

G. Some Problems still to be solved
   1. The Urban environment
   2. Air Pollution
   3. Injurious products
   4. Congtomerates

VI. SUGGESTED RESOURCES

A. Bibliography

1. Non-fiction

Arnold, P. Clothes and Cloth: America's Apparel Business
Food: America's Biggest Business
Ashton, Thomas S. The Industrial Revolution 1760 - 1830
Black, H. Buy Now, Pay Later
Brody, D. Industrial America in 20th Century
Buckingham, W. Automation; Its Impact On Business People
Burlingame, R. Machines that Built America
Caves, R. American Industry: Structure, Conduct, Performance
Chamberlain, J. The Enterprising Americans
Chase, S. Men and Machines
Cochran, T. Basic History of American Business
Cook, D. Future of American Enterprise
Copeland, M. Our free enterprise economy
Cunningham, J. Made in New Jersey
Daugherty, C. Labor Problems in American Industry
Davis, J. Essay in the earlier history of American Corporations
De Rycke, L. Business enterprise in the American Ecomomy
Donaldson, E. Personal Finance
Dorfman, J. Economic mind in American Civilization
Drysdale, J. S. Teach Yourself Economic and Social History
Dulles, F. The United States Since 1865
Dutton, W. Adventure in Big Business
Eaton, J. Behind the Show Window
Evans, G. H., Jr. Business Incorporations in the U. S., 1800-1943
Fairchild, F. Understanding Our Free Economy
Fanning, L. Foreign Oil and the Free World
Faulkner, H. American Economic History
Finke, M. Moneywise
Floherty, J. Money-go-round
Fortune (Periodical) Fortune's Favorite Portraits of some American Corporations
Fortune (Periodical) Markets of The Seventies
Foster, C. The Rich World
Furst, S. Business Decisions That Changed Our Lives
Galbraith, J. The Affluent Society
The Great Crash, 1929
The New Industrial State
A Theory of Price Control
Ginzberg, E. Business Leadership and the Negro Crisis
Glover, J. The Development of American Industries
Golden, C. The Dynamics of Industrial Democracy

VI. SUGGESTED RESOURCES (Cont'd)

Gould, L. The Manipulators
Goulden, J. Monopoly
Hammond, B. Banks and Politics in America
Hansen, A. American Economy
Hartman, G. Machines and the Men Who Made the World of Industry
Hays, S. The Response to Industrialism, 1885-1914
Heilbroner, R. The Great Ascent
Hodnett, E. So You Want to Go into Industry
Holbrook, S. The Age of the Moguls
Burning an Empire
The Golden Age of Railroads
Story of American Railroads
Tall Timber
Hughes, J. Vital Few
Humphrey, H. War On Poverty
Humphrey, D. The United States and The Common Market
Jacobs, J. The Economy of Cities
Johnson, R. Or Forfeit Freedom
Josephson, M. The Robber Barons
Kefauver, E. In A Few Hands
Keliher, A. ed. Textile Workers
Kolko, G. Wealth and Power In America
Kraft, J. The Grand Design
Kreps, J. Automation and Employment
Land, M. Jungle Oil
Larsen, E. A History of Invention
Lent, H. Men at Work in the South
Men at Work in New England
Levy, A. The Culture Vultures
Lewinsohn, R. Prophets and Predictions
Lineberry, W. The Challenge of Full Employment
Love, A. Listen to Leaders In Business
MacGibbon, E. Fitting Yourself for Business
McClellan, G. The Consuming Public
Mason, E. Corporation In Modern Society
Maurer, H. Great Enterprise
Meltzer, M. Brother, Can You Spare a Dime
Meyer, J. World Book of Great Inventions
Mouzon, O. Resource & Industries of U. S.
Murer, H. Great Enterprise
Myrdal, G. Challenge to Affluence
Owen, G. Industry in the U. S. A.
Parkard, V. The Waste Makers
Hidden Persuaders
Naked Society
Status Seekers

VI. SUGGESTED RESOURCES (Cont'd)

Paradis, A. Americans At Work
Parsons, C. Industrial Processing
Patton, P. Money in Your Pocket
Paul, C. Minding Our Own Business
Perry, J. 17 million jobs; the story of industry in action
Potter, D. People of Plenty
Prerau, S. J. K. Lasser's Executive Guide for Successful Management
Rae, J. The American Automobile
Roberts, E. The Stock Market
Robertson, R. Readings in U. S. Economic and Business History
Samhaber, E. Merchants Made History
Schultz, T. Economic Crises in World Agriculture
Schwed, F. Where Are the Customer's Yachts? or A Hard Look at Wall Street
Seaver, C. Industry in America
Shanks, M. The Common Market Today and Tomorrow
Shippen, K. Miracle in Motion: The Story Of America's Industry
Sim, M. Commercial Canning In New Jersey
Smith, R. Corporations in crisis
Soth, L. An Embarrassment of Plenty
Soule, G. Planning U. S. A.
Prosperity Decade
Sterling, D. Wall Street
Theobald, R. The Guaranteed Income
Toothaker, Commercial Raw Materials
Tso, L. Techniques for Discovering Hidden-Value Stocks
Tyler, P. Securities, Exchanges, and the Sec.
Wainwright, N. History of the Philadelphia National Bank
Ward, B. Five Ideas that Changed the World
The Rich Nations and the Poor Nations
Veblen, T. The Theory of the Leisure Class
Weiss, H. Trades and Tradesmen of Colonial New Jersey
Wood, J. What's the Market?
Woods, W. The Story of Uncle Sam's Money
Zimmermann, E. World Resources and Industries

VI. SUGGESTED RESOURCES

2. Non-fiction - Biography

Abels, J. The Rockefeller Billions
American Heritage (Periodical) Captains of Industry
American Heritage (Periodical) Men of Science and Invention
Burlingame, R. Henry Ford
Boyd, T. Professional Amateur
Caldwell, C. Henry Ford
Carnegie, A. Autobiography of Andrew Carnegie
Carr, W. The Du Ponts of Delaware
Comfort, M. Conrad N. Hilton, Hotelier
Clark, G. Thomas Alva Edison
Faber, D. Printer's Devil to Publisher: Adolph S. Ochs
Fanning, L. M. Fathers of Industries
Titans of Business
Harlow, A. Andrew Carnegie
Latham, E. John D. Rockefeller: Robber Baron or Industrial Statesman
Manchester, H. Trail Blazers of Technology
Miner, L. Industrial Genius: Samuel Slater
Nevin, A. Ford: The Times, the Man, the Company
Plumb, B. J. C. Penny, Merchant Prince
Pupin, M. From Immigrant to Inventor
Schisgall, O. The Magic of Mergers
Sloan, A. Adventures of a White Collar Man
My Years With General Motors
Zehnpfennig, G. Charles F. Kettering, Inventor and Idealist

Fiction

Davenport, M. Valley of Decision
Dos Passos, J. The Big Money
Dreiser, T. The Financier
Ferber, E. Saratoga Trunk
Hawley, C. Cash McCall
Executive Suite
Lansing, M. Nicholas Arnold, Toolmaker
Lewis, S. Babbitt
Marguand, J. P. Sincerely, Willis Wayde
Moll, E. Seidman and Son
Norris, F. The Octopus
The Pit
Rand, A. Atlas Shrugged
Sinclair, U. The Jungle
Weidman, J. I Can Get It For You Wholesale
Wilson, S. The Man in the Gray Flannel Suit

VI. SUGGESTED RESOURCES

4. Reference Sources

Bogen, J. Financial Handbook
Boque, D. Economic Areas of the United States
Commercial Law
Current Biography
Dictionary of American Biography
McGraw - Hill Dictionary of Modern Economics
Moody's Bank and Finance Manual
New York Times Index
Oxford Economic Atlas
Reader's Guide to Periodical Literature
Thomas Register of American Manufacturers
World. Who's Who In Commerce and Industry
Woytinsky, E. Profile of U. S. Economy

B. Films

32 - Arteries of New York City
828 - Atom and Industry
765 - Atoms for Peace: Atomic Power
766 - Atoms for Peace: Scientific Advancement
77 - Automation - The Next Revolution
627 - Basic Elements of Production
59 - Blueberry Industry of New Jersey
1030 - Breaking the Trade Barrier
1094 - Britain - Searching for a New Role
79 - Capitalism
[illegible] - Communications Westward
[illegible] - Colonial Life and Crafts
112 - Conservation of Natural [illegible]
121 - Cranberry Industry of New Jersey
941 - Debt to the Past
1079 - Edison, Thomas
1042 - Federal Communications Commission, The
154 - Federal Reserve System, The
1050 - Ford, Henry
563 - Forest Conservation
565 - Forest Produces, The
195 - Great Lakes: Highways of Commerce
1124 - Hoover, Herbert
1126 - House of Man, The Changing Environment
How We Live in America Series
224 - How We Got What We Have
521 - What We Have
220 - How To Lose What We Have
262 - Let's Face It: Part I
Let's Face It: Part II

VI. SUGGESTED RESOURCES

B. Films (Cont'd)

236 - Industrial Revolution
1229 - Innocent Years, The
1231 - Jazz Age, The
656 - Life and Times of the Iron Horse
1237 - Life in the Thirties
292 - Lumber States, The
303 - Man Who Took A Chance, The (Eli Whitney)
857 - Man's Problem
313 - Meaning of the Industrial Revolution
578 - Medieval Guilds, The
1152 - Mexican Village Coppermakers
363 - Our Shrinking World
705 - Petroleum, The Story of
397 - Productivity - Key to Plenty
1165 - Railroad Builders, The
1045 - Roosevelt, Franklin Delano
1159 - "1964"
1345 - Saga of the Erie Canal
1251 - Science and Technology
437 - Sharing Economic Risks
1000 - Southern New England: New Industries (J)
1254 - Southwest, The: Land of Promise (J)
1077 - Soviet Challenge: Industrial Revolution in Russia
882 - Soviet Russia: From Revolution to Empire
675 - Story of Our Money System, The
881 - Story of the St. Lawrence Seaway, The
929 - Study of a World Port (Singapore)
624 - Here is New Jersey
681 - Transportation By Air
682 - Transportation By Land
683 - Transportation By Water
512 - What Hath God Wrought?
601 - World Trade for Better Living

Films available through Association Films

ABA - 212 - Banking in Action (American Bankers Association)
S - 141 - Heritage of Flavor (Ocean Spray Cranberries)
S - 379 - Inc. (American Institute of Certified Public Accountants)
S - 416 - Littlest Giant, The (National Consumer Finance Assoc.)
S - 134 - Managerial Revolution, The (National Industrial Conference Board)

VI. SUGGESTED RESOURCES

C. Filmstrips

Age of Reform, The - Yale Univ. Press
American Consumer, The - N. Y. Times F. S. on Current Affairs Mar. '64
American Economy, The - N. Y. Times F. S. on Current Affairs March 1959
America's Power Resources - N. Y. Times F. S. on Current Affairs April 1956
Changing Blueprints for Defense - N. Y. Times F. S. on Current Affairs Dec. '63
Communication in the United States - Yale Univ. Press
Conservation and National Policy - Key Productions
Defense and Disarmament - N. Y. Times - Dec. '57
Economic Growth (Our History 1789 - 1860) Filmstrip House
Economic Growth (1860 - 1945) - Filmstrip House
Great Depression, The - Eyegate House
Midcentury America - Filmstrip House
Momentous Decade: The Fifties - N. Y. Times - Nov. 1960
Money: Functions and Forms - American Express Travelers Cheques
New Frontiers, New Democracy, New Industry - Society for Visual Ed.
Next 20 Years, The - N. Y. Times - May 1966
180,000,000 Americans - N. Y. Times - Oct. 1961
Panic - Pict. Story from Coronet - Society for Visual Ed., Inc.
Period of Prosperity, A - 1923 - 1929 - Eye Gate House, Inc.
Profit - Reward for Risk - Esso Humble Oil and Refining Co.
Savings - What They Are and Do - Esso Humble Oil and Refining Co.
Story of Coal, Oil and Uranium - Yale Univ. Press
Story of Iron and Steel - Yale Univ. Press
Times Goes to Press, The - Soc. for Visual Educ., Inc.
Transportation in the United States - Yale Univ. Press
Transportation U. S. A. - N. Y. Times F. S. on Current Affairs Jan. '64
U. S. Economy, The - N.Y. Times F. S. On Current Affairs Nov. '67
Why Is a Corporation ? - Esso Humble Oil and Refining Co.
Work Prices Do, The - Esso Humble Oil and Refining Co.

D. Records

Age of Steel and Steam - Life History of U. S.
Andrew Carnegie: Age of Steel - Living History "You Are There"
Death of a Salesman
The Erie Canal - Living History
The First Transatlantic Cable - Living History
The First Transcontinental Railroad - Living History
Great Age of Change - Life History

VI. SUGGESTED RESOURCES

D. Records (Cont'd)

H. Hoover: Rugged Individualism - Documents of America
I Can Hear It Now - Edward Murrow
Mr. Bell Invents the Telephone - Living History
New Deal and Global War - Life History
Profiles In Courage - Ed. Kennedy
The Progressive Era - Life History
Robert Fulton and the Steamboat - Living History
Sherman Anti - Trust Act - Documents of America
Taft - Hartley Act - Documents of America
Thomas Alva Edison - Living History